

CHAPTER I

INTRODUCTION

This chapter is introduction of the current study. It consists of background of the study, problem statement, objective of the study, limitation of study, benefit of the study, and research paper organization.

A. Background of the Study

In general, teaching and learning process, teachers employ a certain strategy to achieve the learning objective and assist students to master the material effectively. Oxford (2002) stated that, the strategy will make easier, effective, self-directed, and easy for acquisition in new situations in teaching-learning process. Therefore, the teachers use the strategy to reach goals according to the learning objectives for the students in formal or non-formal class. However, the nature of its implementation can be various.

The strategy is one of the important aspects of English teaching-learning process. In English, there are four skills that should be mastered. They are listening skill, writing skill, reading skill, and speaking skill. Speaking skill is a productive skill that important in communication and needs more practice. As Goh (2007) stated that, speaking is essential skill for language learners. Not only the play role in communication, Speaking can also facilitate language acquisition and development. Furthermore, people who are mastering speaking will carry out the language in conversation. Therefore, speaking is an essential subject that needs practice and performance.

Teaching speaking also has a similar mechanism that requires a complex task and preparation. Fauziati (2009) stated that, the achievement of language teaching speaking is for developing competence in communication. Moreover, in English especially speaking skill is one of the lessons that many students learn English half-heartedly (Elizabeth and Rae, 2004). For the reason, it gives impact on poor ability and competence in understanding English communication skill especially in Indonesian learners. The English subject has undergone improvement in Indonesia from the elementary school

level to high school level. There are number of implementations of English language program on university. It is one of universities which has already become international campus with many foreign language studies such as Universitas Muhammadiyah Surakarta.

Thus, there are four programs in Universitas Muhammadiyah Surakarta, which develop in the field of teaching-learning English skills. First is Saturday English Gathering (SEGA). Program English skills for new students of English Department Education which held once in a week on saturday. Second, Muhammadiyah University English Course (MUEC) is a program unit of organization in about English course for students in UMS. Third, MEDS (Muhammadiyah English Debating Society) is a program unit organization about English learning debate. Fourth, English Tutorial Program (ETP) is a program from LPIDB (Lembaga Pengembangan Ilmu-ilmu Dasar Bahasa). It is a department which concern on basic sciences of language institute of UMS, as a coordinator of general lecture courses, such as service of language training, service for developing language and language test, strategy, evaluation training (Indonesian and English), and standardized test services of English skill for students at UMS.

From the explanation of the four English programs above, researchers interested in researching ETP because, ETP (English Tutorial Program) is a program that holds since the year 2015 until now in 2017/2018 academic year, which deals with language skill especially English for all of new students of non-English department. English Tutorial Program (ETP) is from LPIDB program that refers to the skills of English language as a required subject outside the classroom informally at Universitas Muhammadiyah Surakarta. ETP is a program to support English language skills for non-English students department, also a place for 3rd to 8th semester of active students to develop and explore their teaching skill.

The researcher will focus on English Tutorial Program (ETP) because the ETP program is newly less than three years implemented, and certainly there are many needed to be evaluated and still need to be developed specifically. The program needs in evaluation. It is important because for program to be

more confident, successful, and better quality for enhance students learning effectively, Giancola (2014). Therefore, the evaluation and development is necessary in an English education program, in order to be more helpful for students. It can also solve the shortcomings and to improve the understanding in English language.

LPIDB aims to develop language as teaching media for fifth to eighth semesters' students and also first to the second semester of non-English department. They are useful in the era of globalization and the level of higher education, for speaking English calculated in intercultural communication and education. It is also in the industry supply and an approach to improve the quality of life universally.

Therefore, the researcher focuses on tutors because of the tutor as a role towards knowledge, skills, and the ability for first to second semester of non-English students department. The tutors play important role, in the development of their English language, and as a facilitator to achieve language acquisition. In the other side, in terms of tutors, they are less professional in teaching and less mastering the English materials because they are also students at the university level.

As the result, in Utami (2017), the weakness is proved by the presence of some new students in UMS. Then, The students assume that some of tutors in ETP have less competent in English language. Beside that, there are some tutors have less responsibility in their group. While, ETP program need to be evaluated and to improve teaching-learning English especially the implementation process by tutors in terms of speaking stratify.

Hence, the researcher hopes this research could be for tutors' evaluation in teaching and to understand the state of reality contained in the process of teaching English language, especially in speaking class. Thus, it can contribute to develop the implementation of foreign language development of university, and the LPIDB team is getting more understanding of the issue from this research. Therefore, based on the explanation above, the researcher takes the title **"TUTORS' STRATEGIES IN SPEAKING CLASS OF ENGLISH TUTORIAL PROGRAM AT UNIVERSITAS**

MUHAMMADIYAH SURAKARTA IN 2017/2018 ACADEMIC YEAR".

B. Limitation of the Study

The subject of this research is tutor strategies in speaking skill class of English tutors at Universitas Muhammadiyah Surakarta. This research focuses on speaking skill in compulsory courses of ETP (English Tutorial Program) by tutors of the 5th to the 8th semester. There are three weaknesses in this research, first is this research only focus on speaking skill of English language, second is the location only around Universitas Muhammadiyah Surakarta, third is the source of the data is less researched by researcher because ETP program is a fresh program at Universitas Muhammadiyah Surakarta.

C. Problem Statement

The problem statement of this research, namely:

1. How are the strategies of teaching speaking class in English Tutorial Program perceived by tutors at Universitas Muhammadiyah Surakarta in 2017/2018 academic year?
2. What are the difficulties (if there are any) faced by tutors of teaching speaking class in English Tutorial Program at Universitas Muhammadiyah Surakarta in 2017/2018 academic year?

D. Objectives of the Study

This research aimed to investigate:

1. To investigate the use of tutors' strategy perceived by tutors in process of teaching speaking class in English Tutorial Program at Universitas Muhammadiyah Surakarta.
2. To identify the difficulties (if there are any difficulties) that faced by the tutors in process of teaching speaking class in English Tutorial Program at Universitas Muhammadiyah Surakarta.

E. Benefit of the Study

There are two benefits such as theoretical and practical benefit which explained from the research, namely:

1. Theoretical Benefit

a. The researchers

The research can be useful for other studies which related to this research. It can be used as the reference for other researchers who want to conduct the research that is related to the same topic: the teachers' strategy in speaking class in English teaching perception in other place.

b. Language Teacher

The research is useful for language teacher, because it provides knowledge about the strategies and difficulties in speaking class experience during teaching-learning process. The researcher hopes that language teacher can improve their teaching strategies especially in teaching speaking skill at university level or school level.

c. Language learner

The result of this research can be useful for students or learners. It can be useful to get knowledge about the strategies in English learning especially in speaking skill. The result is to give information for the students or learners for better ways in English communication.

2. Practical Benefit

a. The Researchers

The researcher will get clear information to increase knowledge about the phenomenology study. The result can bring information of the implementation in teaching speaking strategy used by teacher, lecturer, and tutor in public education, especially tutors's experience in English Tutorial program at Universitas Muhammadiyah Surakarta.

b. Language Teacher

The result of this research for language teacher can be used to improve knowledge in teaching speaking strategy to increase students' ability in English communication especially for tutors can develop the non-English students' competence in University level at Universitas Muhammadiyah Surakarta.

c. Language Learners

The result of this research for language learners can be used to find out the better ways in learning English especially the ways for practicing English speaking skill. It can be as the guidelines to develop learner's attitude and knowledge in understanding English skill.

F. Research Paper Organization

The organization of this research is arranged as follows:

Chapter I is introduction. It consists of the background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is the underlying theory. It consists of previous study and theoretical review.

Chapter III is research method. It consists of the type of research, the setting of research, the subject of the research, object of the research, data and data source, the technique for collecting data, data analysis, and the validity of data.

Chapter IV is research finding and discussion that consists of tutors' experiences in speaking strategy.

Chapter V is conclusion, pedagogical implication and suggestion.